



Reaching Higher in a State of Change

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Early Feedback & Changes

Early Feedback

- Too Many Action Items
- Too Many Metrics
- Better Incorporate Research Institutions
- Highlight Civic Benefit of Higher Learning
- Increase Advocacy Role of Commission



Latest Feedback & Changes

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- Include more definitions of higher education terms & spell out acronyms
- Eliminate duplicative language
- More direct emphasis on innovation
- Better balance between economic and civic benefit
- More emphasis on outreach and engagement
- More focus on critical thinking, holistic education, communication skills, etc.
- Added personal stories
- **Improve readability with better design/graphic elements**
- **Expand metrics beyond just the 60% goal**

Aligning our Key Metrics

Draft One Metrics (August)

- Transitions & Pathways
 - % of high school graduates earning STGEC or TC
 - % high school graduates enrolling and completing on-time
 - # of adults enrolling/reenrolling and earning credentials
 - # of internships and work-based experiences
- Affordability
 - College cost as % of expected income
 - Average debt \$\$ upon graduation
 - % who leave college with debt and no degree
- Community Engagement
 - # of communities with active, data-driven partnerships
 - # of employer partnerships with institutions
 - # of community embedded programs at institutions
- The Educator Pipeline
 - # of educators completing EPP programs
 - % of educators retained after 1, 3 and 5 years
 - % of minority educators in K-12 setting
- Quality
 - Average \$\$ for high-priority occupations
 - % employment gap in high-priority occupations
 - % of certificate earners who stack into more credentials

Draft Two Metrics (October)

Metrics Aligned to 60% Goal

- % of learners graduating from high school and completing within 6 years
- % of high school students earning workforce credentials before earning a diploma
- % of adults with some college but no credential returning to complete
- % of adults who never engaged with postsecondary who enroll and complete
- % of high school dropouts who go on to earn a postsecondary credential

Draft Three Metrics (November/December)

- **Progress Toward 60% Goal**
 - College-Going Rate
 - On-Time College Completion Rate
 - 6-Year College Completion Rate
 - Completions by Adults with some college, no degree
 - Completion by Adults with no college (with and without a high school diploma)
- **Career Preparation & Relevance**
 - Measured by progress toward 100% of programs including an internship, work-based, research, or other student engagement experience that has career relevance.
- **Economic Impact**
 - Measured by progress toward Indiana becoming a leading Midwest state for median household income
 - By 2025: Above Average in Peer States
 - By 2030: Top 3 in Peer States

Progress Toward 60% Goal



Progress Toward 60% Goal

- College-going rate
- On-time college completion rate
- 6-year college completion rate
- Completions by adults with some college, no degree
- Completion by adults with no college (with and without a high school diploma)



ATTAINMENT

WHAT COUNTS TOWARD ATTAINMENT

Adults
age 25-64

- Two- and four-year degrees
- Certificates (estimated by Georgetown University)

WHAT MIGHT BE INCLUDED

Adults
age 18-24

Credential types:

- industry-recognized certifications
- long- and short-term workforce certificates
- non-credit certificates
- apprenticeships

DRAFT TWO

Career Relevance & Preparation

Career Relevance & Preparation

- Measured by progress toward 100 percent of postsecondary programs requiring an internship, work-based, research, or other student engagement experience that has career relevance.

Respondents in the **2019 Strada-Gallup Education Consumer Survey** were asked to rate the value of their coursework in order to draw connections between career relevance and value.



For Indiana, those who saw job relevance in their coursework were more likely to agree in the value of the cost of their degree **(82% agreed or strongly agreed)** and agree that their degree helped their career **(90% agreed or strongly agreed)**. This tracks along national trends (82% and 94%, respectively).

Economic Impact



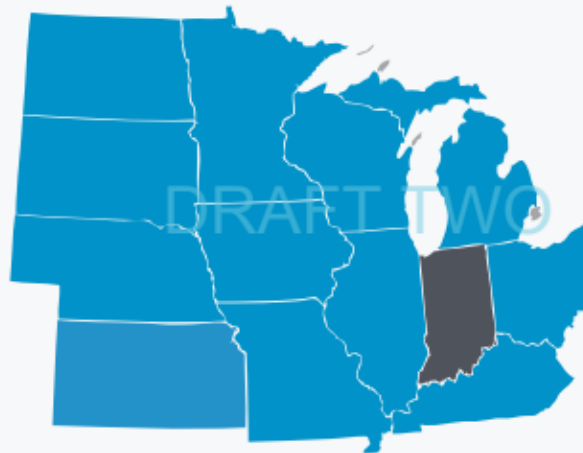
Economic Impact

- Measure progress toward Indiana becoming a leading Midwest state for median household income.*
 - By 2025, Indiana will be above the average of peer states for median household income.
 - By 2030, Indiana will be in the top three of its peer states for median household income.

MIDWEST ECONOMIC IMPACT

EDUCATIONAL ATTAINMENT RANKING (AS OF 2019):

1. Minnesota
2. Kansas
3. Illinois
4. Wisconsin
5. North Dakota
6. Iowa
7. Nebraska
8. Kentucky
9. Michigan
10. Ohio
11. **Indiana**
12. South Dakota
13. Missouri



MEDIAN HOUSEHOLD INCOME (ADJUSTED FOR COST OF LIVING; AS OF 2018):

1. Minnesota: \$72,118
2. North Dakota: \$70,851
3. Iowa: \$66,765
4. Nebraska: \$66,480
5. Illinois: \$66,020
6. Wisconsin: \$65,772
7. Kansas: \$64,687
8. South Dakota: \$63,803
9. Ohio: \$63,117
10. **Indiana: \$62,078**
11. Michigan: \$60,965
12. Missouri: \$60,869
13. Kentucky: \$57,164
- Average: \$64,668

Fine Print on Economic Impact

- We will measure impact based on median household income, adjusted for cost of living.
- Why?
 - **Per capita** spreads average income among all Hoosiers, while median **household income** only counts those who contribute income to households.
 - Using **median** and not **average** ensures that extremes at the upper and lower end of the income range don't distort our true position.



Discussion & Questions



INDIANA COMMISSION *for* HIGHER EDUCATION

Measuring Educational Attainment

- Changes to consider in the way we measure Indiana's educational attainment rate:
 - Include Hoosiers under 25 who earn credentials toward the goal against the 25-64 population
 - Include a broader array of credentials, including:
 - Short and long term workforce certificates
 - Non-credit certificates
 - Industry-recognized credentials

